1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 8 — Reading Question 1

Type of Passage: Informational

The academic expectation addressed by this item includes:

1.2 Students make sense of the variety of materials they read.

The core content assessed by this item includes:

- Describe characters, setting, conflict and resolution, theme, and point-of-view.
- Analyze the relationship between events in a story and a character's behavior.

1. Gentle Friends, Essential Allies

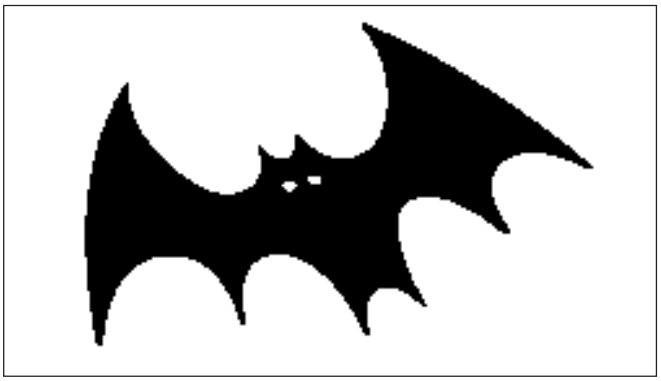
What would happen if bats became extinct? Use information from the article to support your answer.

SCORING GUIDE

Score	Description
4	Response uses passage information to support an interpretation that is both broad and insightful. Answer shows understanding of multiple broad dimensions of the problem using information from the article.
3	Response organizes possible consequences of bat extinction into an explanation based on passage information without conclusions.
2	Response lists consequences of bat extinction without relating them to one another, OR Response makes a general statement concerning the consequences of bat extinction.
1	Response may contain an isolated consequence of bat extinction, OR Response may make vague reference to bat extinction or ecology.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.

Do you like bats? Read the following article about bats and see if your feelings change. Then answer question 1.

Gentle friends, essential allies...



Many things people think they know about bats aren't even true. Bats are not blind, they don't get into women's hair, and they aren't rodents. Most bats have good vision, and using their echolocation, they are far too sophisticated to blunder into anyone's hair. Like us, these intelligent animals are mammals. They nurse their young, most rearing only one pup per year. Youngsters can be as curious and playful as many other animal babies. Bats groom themselves to stay clean, and they seldom transmit disease to people or pets. Despite frequent claims to the contrary, only a small fraction of bats contract rabies, and our concerns about them should be no different from those we apply to other wild animals.

Bats filled the night skies long before we walked the earth, but their survival today requires that we learn to value them as our allies.

People need bats

By consuming vast numbers of insects, bats are essential to a healthy environment, helping to control many crop pests and other insects that spread disease to humans or livestock. A single little brown bat, one of North America's most abundant species, is capable of capturing 600 mosquitoes in an hour! And a colony of some 20 million free-tailed bats in central Texas can eat nearly a half million pounds of insects in a single night.

Throughout the world's tropics, fruit and nectar-eating bats are vital to the survival of rain forests, which in turn play an essential role in the stability of world climates. In West Africa, bats carry 90 to 98 percent of the seeds of '"pioneer" plants that begin the cycle of forest regrowth on cleared land. On some Pacific islands, up to 40 percent of tree species depend on bats for seed dispersal or pollination.

In the Sonoran Desert of the southwestern United States and Mexico, endangered long-nosed bats play a key role in the lives of several species of agave and giant cacti, such as the familiar organ pipe and others. Countless other animals, birds, and insects rely upon these plants for food and shelter. If the bats disappear, these majestic plants, and the wildlife that relies on them, could be seriously threatened.

A recent Bat Conservation International study documented more than 300 plant species in the Old World tropics alone that need bats for pollination or seed dispersal. More that 450 commercial products come from these plants, and some crops are valued in the hundreds of millions of dollars each year—crucial to the economies of developing countries. Throughout the world, wild varieties of many of our cultivated crop plants rely on bats for their survival, including bananas, plantain, breadfruit, avocados, dates, figs, peaches, and mangoes. Other familiar bat-dependent products are cloves, cashew nuts, carob, balsa wood, and tequila, which comes from agaves (pollinated by the endangered long-nosed bat). Still other plants yield essential medicines, and many more are yet to be discovered.

KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 READING

Sample 4-Point Response of Student Work

In the article it says that bats kill hundreds of thousands of insects a year. Some of the insects such as mosquitoes carry diseases. If bats became extinct we would be at a greater risk at contracting deseases from the mosquitoes. Bats play an essential role in pollination and seed dispersal. Ninety to ninety-eight percent of seeds of "pioneer plants" are carried by bats and they begin the cycle of forest regrowth on cleared land. So if bats became extinct, there would be less chance of forests growing back and a greater risk of contracting diseases from mosquitoes and other harmful insects.

Student develops three lines of thought: effects of increase of mosquito population, decreased pollination, and loss of seed dispersal

Student cites specific facts from text to support conclusions.

Student uses appropriate details to support conclusions about consequences of bat extinction.

Summary annotation statement: Student makes reasonable predictions and draws appropriate conclusions based on the passage. Student's summary of the passage's ideas shows good comprehension.

Sample 3-Point Response of Student Work

If bats became extinct: Diseases would get on the food and livestock because in this article it tells that insects carry diseases that could be on the crops and livestock if the bats did not rely on insects as the main course in their meal everyday. Also bats take a big part to play a essential role in the stability of the rain forest. In the Rainforest bats are greatly rellyed on because some of the trees and plants depend on bats for seed dispersal or pollination to keep the trees or plants growing.

Student relates ideas from text without drawing further conclusions.

Student cites information to describe several consequences of bat extinction.

Student relies on general statements rather than giving specific facts about bats.

Summary annotation statement: Student's predictions and conclusions are appropriate, based on the passage. Student's summary of the passage's ideas shows comprehension.

KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 8 READING

Sample 2-Point Response of Student Work

If bats became extinct the population of insects would rise drastically.
Secondly, if we did not have bats many rain forests through out the world would not survive.
Third of all without bats hundreds of types of plants would not exist.

Student mentions damages to rain forests and plant life without explaining how bats promote their health.

Student cites increase in mosquito population without explaining that bats eat insects, and without naming the further consequences of disease.

Student lists some effects without relating them to bat extinction.

Summary annotation statement: Student's predictions are reasonable, but student draws no conclusions based on the passage. Response shows a limited ability to summarize information from the passage.

Sample 1-Point Response of Student Work

If bats become extinct it could become a seriously threath it animals, plants, and other things all around the world.

Student conveys only general, vague ideas relating to consequences of bat extinction.

Summary annotation statement: Student makes no specific prediction and draws no conclusions. Response shows no ability to summarize information from the passage.

INSTRUCTIONAL STRATEGIES

Incorporating informational passages such as this into curriculum units will prepare students to think through reading implications and be ready for questions on statewide assessment. There are many different types of informational passages found in a variety of sources such as trade books, periodicals, reference books, and texts. When developing skills in reading of informational passages, teachers should include various sources, lengths, and styles of writing.

Possible activities within a unit of study might include:

- Research a particular topic, requiring various types of resources such as trade books, encyclopedias, and journal articles. For this article, for instance, students might research ecosystems and the place of the bat within the system.
- Plan field trips related to the topic. Have students read informational displays, then respond to them by summarizing content or comparing to their observations or other materials.
- Use KWL charts to guide reading (See *Transformations*, volume 2)
- Make writing connections by composing non-fiction such as brochures and journal articles. Fiction such as poems, songs, and short stories can also be based upon student research.
- When reading literature, have students make connections with informational articles. Format and content can be compared in several different types of graphic organizers. For example, if students were reading Scott O'Dell's historic novel *Sarah Bishop*, they could then read this article for a modern perspective on bat habitats.
- Develop the skill of identifying evidence in order to draw conclusions or make predictions by showing pictures and having students draw conclusions or make predictions using clues from the picture, using 2-minute mysteries, and completing entry or exit slips that predict or conclude class discussions or reading selections.
- Promote questioning techniques through ReQuest, a reading strategy in which students quiz teach and/or other students (See *Prereading Activities**).
- Encourage students to respond critically to text as they are reading through the use of double-entry journals or logs. The left column includes a summary of key points from the reading; the right column has a reaction to that information.

* Moore, Readance and Rickelman. *Prereading Activities for Content Area Reading and Learning, 2nd edition.* International Reading Association, 1989.